

## Chapter 1 : Social Play and ESL Apps for Early Learning | NAEYC

*For children to practice social skills like cooperating, compromising and problem solving, the best way to do that is to let them play. They'll remember the rhythms and melodies of social interactions much more smoothly if we allow them the time and space to play.*

Three-year-old Alyce thinks it funny when her father puts on a silly hat. Six-year-old Pedro throws a cape around his shoulders, runs across the room and pretends to be Superman. Play is essentially important in the life of a child. Maturation and socialization develop during all stages of childhood through the use of play. Historical artifacts and documents prove that children have been playing since earliest times. Toys have been found in the ruins of ancient China, Egypt, Babylonian and other civilizations. Parten identifies these levels as part of the maturation process for children: Play, without regard to the involvement of other children in the room or playground. A child may build a tower with blocks, yet be oblivious to other nearby children. As the child plays, they observe other children in the same area. Often this child will begin to model their play on another child. After watching another child, they may alter their own play. Even though they may appear to show little interest, they are observing others. A form of play where several children are playing with the same materials, but each is playing separately: Using puzzles, for example. They may converse with others, but work independently. If one leaves the group, the play continues. Play in which a loosely organized game is decided upon. For example, children may run around the room, pretending to be airplanes. There are no definite rules or roles. If one child decides not to play, the others continue. Play in which children assume assigned roles and depend on others for achieving the goals of the play. If one of the key players decided to drop out, the play episode will end. According to Ellis, play fosters the behavioral variability of an individual, and therefore a species. This increases the probability of future adaptations to unpredictable circumstances where behavioral flexibility is an advantage. Today, leaders in theories of early childhood education see play as fostering well-being, creative thinking skills and cognitive development. As the child plays, all facets of development are enhanced. Motor, cognitive and socio-emotional development are all increased as the child participates in play experiences. As the children engage in play, the need for variety and competence all come into focus. Suggestions for Helping Children Learn Social Skills Through Play By using research and knowledge gained by educators, scientists and child psychologists, we know more about how children develop social skills. Parents and teachers have numerous opportunities throughout the day to help babies, toddlers and preschoolers develop social skills while doing routine work. Recently, several new programs have been developed to help caregivers accomplish these tasks. A Positive Approach to Parenting. Focusing on activities for babies, toddlers and preschoolers, the program offers simple ideas that promote learning. If your child is a baby: When taking your baby to public places, he comes in contact with new faces and voices. Stay close to your baby so he develops a sense of security. This gives him confidence to meet unfamiliar people and surroundings. Babies enjoy making eye contact with other babies. Allow her time to interact and play as they communicate through sounds or gestures. Soon your baby will learn that you always return and you will help him develop a sense of trust. If your child is a toddler: Find opportunities to praise your toddler for good behavior. For example, when you must wait in line, praise the child for being patient. For example, if running errands, stop by the park for a few minutes. Play allows your child to interact with peers and you both have more fun. As you help your toddler develop social skills, use positive statements when speaking. Allow your child to make choices when possible. For example, allow her to choose to wear either the red shirt or the blue shirt. Confidence and a strong sense of self are vital to developing social skills. Play pretend games with your preschooler. Help your child decide what they would say in these situations as they practice different types of social skills. Teach pro-social skills and responsibilities by encouraging your child to perform simple chores, such as helping to put groceries away after shopping. Show him how to separate recycled items for collection. Questionnaire for Parents and Teachers Adults can be special partners as they help children develop social skills. How would you answer the following questions? Do I plan time for children to play alone? Do I encourage children to invite friends over to play? Do I have a safe home where children may

play? Are the play items appropriate for each age of development? Do I allow children to make choices for playthings? Do I allow children to be leaders in their play? Do I limit the selection a child has at one time? Do I realize that too many things can be overwhelming and make learning difficult? How can parents and teachers make sure children have adequate materials and play time? Brewer suggests that caregivers keep a daily journal for a few days, recording the time their children spend in active play and the materials used in that play. Parents must make the distinction between active play and a passive activity, such as watching TV.

**Stimulating Play Items** Most homes and child care centers contain stimulating playthings. These items help the child develop creative and imaginative play, whether playing alone or in small groups. Unlike expensive packaged educational toys that may have only one use, these basic items provide hours of fun. The following toys grow with your child and provide a longer learning time: Blocks variety of sizes.

**Chapter 2 : Play & Learning - Early Years Matters**

*A variety of opportunities for children to engage in social play are the best mechanisms for progressing through the different social stages. By interacting with others in play settings, children learn social rules such as, give and take, reciprocity, cooperation, and sharing.*

Parten studied play while at the Institute of Child Development in Minnesota. Her study suggested that when children engaged in active playtime, they learned how to interact with other children, cooperate, share and make friends.

**Unoccupied play** – The child is seemingly not engaged or actively playing with others at all. They may remain stationary and be engaged in random movements with no objective. This stage of play is mostly seen in newborns and infants, between the ages of 0 and 2. This is an important setting stage for future play exploration and development.

**Solitary play** – During this stage of play, children will often play alone, with toys different from those of others, and be uninterested or unaware of what others around them are doing. This stage of play is most commonly seen in young toddlers between the ages of 2 and 3, but it is important for children of all age groups to participate in from time to time. Solitary play is common at a young age because cognitive, physical and social skills have yet to fully develop. This type of play is important because it teaches children how to entertain themselves.

**Onlooker play** – Onlooker play is when a child observes others playing but does not join the play. They will frequently engage in other forms of social interactions such as conversations to learn more about the game or play that is going on.

**Parallel play** – This occurs when children play side-by-side from one another, but there is a lack of group involvement amongst them. They will typically be playing with similar toys and often times mimic one another. Although it looks like there is very little contact between them, these children are learning valuable social skills and actually learn quite a lot from one another. For this reason, parallel play is important as a transitory stage for the development of social maturity, which is key to later stages of play.

**Associative play** – At this stage, children will begin to play together, but not focused towards a common goal. A child will be more interested in playing with other children around them than the individual toys they play with. Associative play is slightly different than parallel play as children may continue to play separately from one another, but they start to become more involved in what others around them are doing. You may find children playing or trading with the same toys or actively talking with or engaging one another, but no rules of play are being set. This type of play typically begins around ages 3 or 4, extending into the pre-school age. This is an important stage of play because it develops necessary skills such as cooperation, problems solving, and language development.

**Cooperative play** – Cooperative play is where play finally becomes organized into groups and teamwork is seen. Children are now interested in both the people that they are playing with as well as the activity at hand. The group is more formalized with a leader, as well as other assigned roles, and play organizes around accomplishing group goals or specific tasks. Cooperative play begins in the late preschool period, between the ages of 4 and 6. It is uncommon to see children reach this stage until these later years, as it requires an evolved set of organizational skills and a higher degree of social maturity. Cooperative play is indeed the culmination, bringing together all the skills learned across previous stages into action, giving the child the necessary skills for social and group interactions. It is where they learn to work cooperatively, expand their vocabulary and bring their imaginations to life.

Recognizing the importance of play, we place a priority on making certain that our children enjoy many forms of play throughout their school day. To begin and end each day, the children experience free play where they can use their classroom supplies without structure. Throughout the day, our teachers lead various forms of play to encourage language development, reinforce math skills and encourage teamwork. It is exciting to see the different stages demonstrated in our classrooms as the children grow into cooperative play and more detailed imaginative play the older they get! Because play is closely tied to the cognitive, socio-emotional, and motor development of young children, it continues to be an important part of our early childhood programs.

Resources Parten, M Journal of Abnormal and Social Psychology Share this:

**Chapter 3 : Play and Social Skills - Kid Sense Child Development**

*A range of early social communication, imitation, play, and language abilities in 18-month-old non-autistic siblings of children with autism as compared to children with no family history of autism was examined to identify the kinds of impairments that may be evident early on in young siblings.*

Abstract Studies are needed to better understand the broad autism phenotype in young siblings of children with autism. Cognitive, adaptive, social, imitation, play, and language abilities were examined in 42 non-autistic siblings and 20 toddlers with no family history of autism, ages 18–27 months. Siblings, as a group, were below average in expressive language and composite IQ, had lower mean receptive language, adaptive behavior, and social communication skills, and used fewer words, distal gestures, and responsive social smiles than comparison children. Additionally, parents reported social impairments in siblings by 13 months of age. These results suggest that the development of young non-autistic siblings is affected at an early age and, thus, should be closely monitored, with appropriate interventions implemented as needed. Autism, Siblings, Social, Imitation, Play, Language Introduction Autism is a severe, neurodevelopmental disorder characterized by impairments in social and communication behaviors, and a restricted range of activities and interests. Once considered rare, autism is now believed to affect as many as 3 in 1000 individuals Baird et al. Thus, there is a critical need for research that aims to improve methods of early detection of infants and toddlers at risk for autism. A number of prospective studies focusing on infant siblings of children with autism are currently being conducted to better understand both the early development of autism and the broad autism phenotype in non-autistic siblings. The current study sought to add to this literature by examining a broad range of skill domains—social, imitation, play, and language—in 18-month-old non-autistic siblings of children with autism as compared to toddlers with no family history of autism. This information will help to alert parents to the kinds of difficulties that are likely to be manifest in siblings of children with autism. By recognizing these broad phenotype characteristics as early as possible, parents will be able to seek appropriate early intervention for siblings. Furthermore, such characteristics can offer clues to what facets of the autism syndrome tend to aggregate in families, which is useful for genetic studies. A few published studies to date have reported on the developmental profiles of non-autistic siblings of children with autism under age two. In a recently published study of 21 siblings of children with autism and 21 siblings of typically developing children with no family history of autism, Yirmiya and colleagues found that, as early as 4 months, dyads of mothers and siblings of children with autism were less synchronous during mother–child interactions led by the infant, and the siblings were less upset by a still-face paradigm, as compared to dyads and sibs of typical children. Surprisingly, however, siblings of children with autism responded to their name being called more often than sibs of typical children at 4 months. At 14 months, sibs of children with autism were found to use requesting gestures less often, and had lower language scores, than sibs of typical children. Non-autistic siblings actually performed similarly to children with autism on measures of responding to social interaction, initiating joint attention, and requesting behavior. However, this study was limited by a very small sample size 8 children with autism, 8 siblings, and 9 typically developing children. Landa and Garrett-Mayer used the Mullen Scales of Early Learning Mullen, to assess 60 siblings of children with autism and 27 age-matched low risk i. The children were classified at 24 months of age into three groups: Results showed that, at 14 months, the ASD group had lower scores in all Mullen domains than the unaffected group, and the LD group largely composed of non-autistic siblings had lower fine motor and receptive language skills than the unaffected group. By 24 months, the LD group performed similarly to the unaffected group in motor skills, but continued to show lower scores in visual problem solving and receptive and expressive language skills. At 14 months, the LD group also showed a pattern of higher visual versus receptive language skills, similar to the ASD group, although this difference was no longer apparent at 24 months of age for the LD group. In a study by Zwaigenbaum and colleagues , 65 siblings of children with autism were compared to 23 low-risk i. Although differences were found primarily between siblings who later went on to meet criteria for ASD versus non-autistic siblings and comparison children, non-autistic siblings were found to have lower receptive

language scores and used fewer phrases and gestures than comparison children at 12 months. In addition, latency to disengage attention became longer between 6 and 12 months of age for siblings, although this was particularly true for siblings who later met criteria for autism. A number of studies focusing on language abilities in young non-autistic siblings have also been conducted. Ozonoff, Rogers, and Sigman recently reported on a large sample of toddlers 86 sibs of children with autism and 37 sibs of children with typical development. They found that at 18 months, siblings of children with autism obtained lower receptive and expressive language scores on the Mullen Scales of Early Learning Mullen, compared to sibs of typically developing children. However, in this study, month data had not yet been obtained and so it is not clear if the group means were lowered primarily by siblings who later were diagnosed with autism. In another study that followed infant siblings from 4 to 54 months of age, Yirmiya and colleagues reported on the cognitive and verbal abilities of 30 non-autistic siblings of children with autism as compared to 30 siblings of typically developing children. At 14 months, non-autistic siblings of children with autism had lower language scores on the Bayley Scales of Infant Development Bayley, than sibs of typically developing children. In sum, there have been only a few studies to date with adequate sample sizes that have focused on the early behaviors of non-autistic siblings. The current study represents a unique contribution to the literature by using multiple measures to examine a broad range of early abilities—cognitive, social communication, social-emotional functioning, imitation, functional and symbolic play, and language skills—in 18 to month-old non-autistic siblings of children with autism as compared to toddlers with no family history of autism. Finally, multiple measures were used to assess parent mental health, marital relationship, and stress to determine whether differences in child behavior could be accounted for by differences in parental well-being. Ethnicity for the sibling group: Exclusionary criteria included the presence of a neurological disorder of known etiology e. The justification for this is that there tends to be a selection bias in university-recruited samples and we did not want to create artificial differences by having a comparison group that was above average in IQ. Over the course of the study, 13 children were excluded from the comparison group based on above average composite IQ scores on the Mullen. Measures The following measures were collected over 3 days of testing. The clinicians administering these measures were not blind to group membership. The diagnostic assessment consisted of: Additionally, all older siblings with autism in the study were administered the same diagnostic assessment battery as younger siblings. Of 62 children in the larger sample, 8 were excluded because the older sibling did not meet criteria on all three diagnostic instruments as described above. Cognitive, Language, Motor, and Adaptive Behavior The Mullen Scales of Early Learning Mullen, is a standardized measure for use with infants and preschool children from birth through 68 months. The Mullen assesses gross motor, visual reception, fine motor, receptive language, and expressive language abilities, and also yields a composite score. The Vineland SEEC contains all items from the Vineland socialization domain as well as additional items, thereby yielding a more comprehensive measure of social-emotional functioning than the Vineland alone. The child sat at a table next to an examiner and parent. Two posters hung on the walls of the room. One at a time, the child was presented with a variety of toys, including a wind-up toy, balloon, bubbles, a jar filled with cereal, a bag of toys, books, a Kermit doll, toy kitchen set, and blocks. A range of tasks was used, including body movements e. The tasks were administered with the child sitting across from an examiner at a small table. No verbal description of the tasks, and no physical prompting of the child, was given. For deferred imitation items, the examiner demonstrated all 5 target acts and then a min delay was imposed, after which the child was presented with the test objects one at a time in their original order. Dependent variables included the total number of target acts performed possible range of 0—15 , number of immediate imitation acts—10 , and number of deferred imitation acts—5. Play The Play Assessment Scale PAS; Fewell, was used to assess functional and symbolic play skills and contains 31 items ordered developmentally, designed for use with children 2—30 months. Raw scores were calculated based on basal three consecutive 4-point scores and ceiling three consecutive scores of 0 performances, with 5 points possible for each item: The EDI also measures family changes e. Children with autism versus DD versus typical development have been shown to significantly differ on the EDI by 12—15 months Werner et al. Parental Mental Health, Marital Relationship, and Stress Three measures of parental functioning were administered to both mothers and fathers. Results All

children and parents with complete data were included in analyses. Mean differences were assessed using chronological age as a covariate, except when standard scores were examined Vineland measures, Mullen Scales of Early Learning , as these already correct for chronological age. Table 1 Cognitive, motor, language, and adaptive functioning of siblings and comparison children Siblings.

**Chapter 4 : Play and Social Development | Fisher Price**

*The Development of Play Skills From Birth to 3 These four resources describe the how play skills develop from birth to 3, and suggests toys and activities appropriate for each age. In this Series.*

Through play, children develop language skills, their emotions and creativity, social and intellectual skills. For most children their play is natural and spontaneous although some children may need extra help from adults. Play takes place indoors and outdoors and it is in these different environments that children explore and discover their immediate world. It is here they practise new ideas and skills, they take risks, show imagination and solve problems on their own or with others. The role that adults have is crucial. Adults provide time and space and appropriate resources. They observe play and join in when invited, watching and listening before intervening. They value play and provide safe but challenging environments that support and extend learning and development. Pre-Birth to Three Play Pre-Birth- Three Living, playing and learning are almost one and the same thing for babies and young children for much of the time. They carefully watch her eyes and mouth “ finding out all about her and they enjoy hearing her singing and seeing the different movements of muscles in her face. Playfulness begins in earnest “ smiles become broader as the baby expresses delight at seeing special people like dad, or mum, big brother and grandparents. The movement of a mobile or seeing and hearing a black and white squeaky toy soon begins to interest young babies because they are finding out about the world through whatever they can see, hear, touch, smell and taste. By the time babies are reaching out and grasping small toys another phase has begun where baby may be able to shake a rattle or raise an object to the mouth to find out more about it by placing it in the mouth to explore it more thoroughly. Physical dexterity then allows fuller exploration of scrunchy material, paper or anything within reach. Babies and young children love to play with anything from their fingers and toes, to their toys, as well as with sounds and with adults and children. When young children play they learn at the same time, so play is a very important way for children to learn. When babies play, their whole bodies are involved in reaching, grasping, rolling and touching things. As they become more mobile and they gain control over their bodies babies enjoy putting things together such as piling blocks on top of one another or banging balls together, or filling and emptying containers. Two year olds love to pretend, basing their play on imitating things they have seen you, or other people do, like vacuuming, talking on the telephone or playing a trumpet. By the time they are moving towards their third birthday children begin to play with others more, and increasingly enjoy playing with other children. Babies and young children also enjoy looking at books, listening to stories and rhymes and joining in with songs. Babies and young children are learning all the time. They learn through looking, listening, touching, tasting, investigating, exploring, experimenting and through playing and talking. At the same time the sounds and words and gestures that they have experienced in interactions with others help babies to understand ways of relating to others and whilst they will have had great fun blowing raspberries or squealing with delight when somebody has played peek-a-boo with them they have also begun to learn social and emotional skills which will help their development as people. Young children soak up the atmosphere around them and are affected and can be upset if others are depressed or sad so it would be fair to say that they are learning about emotions right from the start. And by the time a child is a year old their understanding of language is growing rapidly. When children play, they are learning at the highest level. Play can extend certain areas of their learning “ for example, developing language skills by promoting talk between children or introducing new vocabulary that they use and act out in their play. One example of a planned experience for older children in the EYFS would be setting up a health centre in a classroom. Children enjoy finding out about stethoscopes and Xrays, role playing different jobs, diagnosing a sore throat and even bandaging a pretend broken arm. The DVD really enables the audience to review and critique, following chapter viewings and discussions. A DVD, case studies and examples support parents and practitioners, working in a wide range of settings, to learn more about the conditions and contexts for play and learning. Developed as the result of a project undertaken in five early years centres in the UK, focusing on high quality experiences for children from birth to three, the resource materials are highly relevant for training and professional development,

addressing significant issues relating to childcare practice. The underlying message is that when children play they also learn, and the authors explore this in further detail by examining the following questions: How are play and learning connected for young children? What kinds of provision and interactions do babies and young children need? The DVD and accompanying book are organised in such a way that it can be studied by individuals or groups led by a trainer. The sequences involved reflect everyday experiences and interactions between children and their parents or practitioners, and additional support is provided by the inclusion of selected readings, questions and challenges for consideration. The importance of observing children in order to identify and respond to their interests is emphasised throughout. *Playing to Learn* is only available through the website. Books by Ann Langston.

### Chapter 5 : Social Development in Early Childhood | Reflection Sciences

*Link between early social play and later communication skills is evident in research, too. For instance, one research found that if an infant initiated a toy play and if the mother responded by manipulating and naming the toys, the baby had better language development measured 3 months later.*

LinkedIn0 I have received lots of questions lately from mothers of babies who have older siblings with language problems. This is a valid concern for these parents. The best thing you can do to teach your baby language is to talk directly to him. I remember working with a woman in an office when I was fresh out of college, but waiting to go to grad school. I made lots of general comments about talking to her daughter all day long during activities, reading to her, singing songs to her with hand motions, and I was just about to launch into a tirade about the benefits of signing all new research then , when I noticed the shocked look on her face. Good grief lady, where have you been? What have you been doing for the previous fourteen months of her life? Sometimes they report that the receptive delays are greater than the expressive delays. This is a big, big problem. Let me repeat that again for those of you who need extra clarification. This is a huge problem. In typically developing language, children understand more than they can say. Name people, objects, actions, and pictures in books frequently. Sometimes parents of think that they are doing a fine job of talking to their children when there could be a problem with HOW they are talking. I am working with a great set of parents right now who have been blessed with a set of triplets, all boys. Mom and dad both work outside the home, and they have a wonderful new nanny. These parents by natures are both very nurturing and both have quirky senses of humor. Did you miss Mommy too? What happened to him today? Play lots of social games. Games I make sure I remind parents to play include “ Peek-a-boo. For example, at first we want to see him look at you and smile and laugh when you take the blanket off his head. After playing this game for a while, we want to see him start to kick or move under the blanket and start to giggle in anticipation that you are going to surprise him by taking the blanket off. Then we want to see him try to cover his own head when you give him the blanket. Repeat this cycle for 5 or 6 times before moving on to a new game. Babies and toddlers need the repetition to learn. When a baby has truly learned this game, he holds his arms up, grins, and looks at his parents to say the words for him. This classic has so many different ways you can play. Bake me a cake as fast as you can. Throw it in the pan. Sit down on the floor with your legs outstretched in front of you and place your baby on your legs. Merrily, merrily, merrily, merrily, life is but a dream. If you see an alligator, close your eyes and scream. Toddlers love this one! Also help start the hand motions for the second stanza, but let her do it on her own as soon as she can. I wiggle my fingers and pause between every word to build anticipation as I lean forward closer and closer. Sometimes I hold their hands and let them jump off a chair or couch to me this way. Let them fill-in-the blanks when they can say the words. Sing songs with hand motions. My favorite ones are:

### Chapter 6 : The Development of Play Skills From Birth to 3 € ZERO TO THREE

*As children play and interact, they also begin to develop social problem-solving skills. Early attempts might involve plenty of arguments and conflict with siblings and peers, but eventually, kids learn how to negotiate and compromise with other children.*

Warren Buckleitner Social Play Does technology promote solitary play? Or can it help a child learn to socialize? It depends entirely on the app. Here are a few that foster collaborative play. Osmo , Tangible Play www. Good for home or school. Why we like it: The world of apps and screens meets the world of real items, like tangram blocks, objects like pens, coins or anything else you might have in your pocket, with Osmo, an interesting iPad app. We watch groups of children work together on a tangram puzzle, as the iPad provided the objective feedback. The third in a series see also Sago Mini Forest Flyer and Sago Mini Ocean Swimmer this is another well designed, easy-to-use experience that is ideal for a first €”time iPad user. In this case, that means a child as young as 18 months. There are no sales apps, although we noticed one illustration where Harvey plants a branded "Sago" flag on the moon. Despite the Space Explorer title, this is a non-fiction experience, with no scientifically accurate content. The third edition of Toca Hair Salon lets you import your own photos, and morph them onto the animated faces of your haircut customers; complete with blinks, yawns and stretches. The effect is rather startling. When you combine this feature in the the easy-to-use Toca Hair tools, you have one of the best creativity apps of the year. Open a familiar app and let a child try it in Chinese, or use a specialized app like one of the "Touch, Look and Listen" apps listed below to help build familiarity with common words in a new language. What Do I Wear? The "Touch, Look and Listen" visual dictionaries keep expanding. This time, 65 common clothing items jump to life on 3D pages that allow you to either freely explore the objects, or take test our knowledge. The most important feature is the ability to customize the app with both a primary and secondary language from the main menu. Primary language options include English, Dutch and Chinese; second language options are French and Spanish. This is a great tool for a second language learner, of any age. Previous apps in the series cover zoo animals, starter words and things that go. Read more about tablets and apps that Warren Buckleitner recommends for young children!

**Chapter 7 : Play-based learning: social development | Encyclopedia on Early Childhood Development**

*Play is essential to development because it contributes to the cognitive, physical, social, and emotional well-being of children and youth. Play also offers an ideal opportunity for parents to engage fully with their children. Despite the benefits derived from play for both children and parents.*

Ramani, PhD, Kenneth H. They are beyond discovering object properties, and instead ask, "What can I do with these objects? Objects are transformed and decontextualized e. Play-based learning takes place in a setting that results from the active engagement of the child and the interaction between the child and her peers or her environment. Subject Play takes many forms. Object play occurs when children exploit the properties of objects to use them in a playful manner. Through play, children learn to cooperate and to display socially appropriate behaviour. Preschoolers who engage in more open-ended pretend play compared to children who participate in more closed-ended tasks with teacher-determined goals exhibited more private speech, which is often used by children to regulate their behaviour. First, it is not yet known how best to incorporate play into schools, which, over time, have afforded children fewer play opportunities. Simply put, many children do not have access to play opportunities. Classrooms that use this curriculum emphasize child-directed pretense. For example, children may have the opportunity to design learning centers involving pretend play, such as a make-believe convenience store where children can buy and sell items, maintain an ATM, set price points for merchandise. Research Gaps Although programs have been successful in making preschool programs more playful for young children, it appears as if play becomes viewed as superfluous once youth enter elementary and middle school. The pressures of high-stakes testing often appear pervasive. There is a need to explore the most effective ways to incorporate play-based learning into traditionally didactic classrooms settings for older children. In addition, children from lower-socioeconomic SES backgrounds spend less time than children from higher-SES backgrounds playing sports, participating in outdoor activities, and passive leisure activities. Instead, these children spend more time using digital media. Conclusions Play is voluntary, spontaneous, and joyous. Play and play-based learning are integral to healthy social development in children. Children who play more are more self-regulated, cooperative, considerate, friendly, and socially competent. They display more appropriate social behaviours, coping skills, and experience greater peer acceptance. Despite this, children are experiencing reduced opportunities for play due to increased academic pressures and time spent on digital devices. Finally, more research is needed on how to provide play-based learning opportunities to children in the elementary grades and beyond and to children from disadvantaged backgrounds. Therefore, it is the responsibility of researchers, parents, and policymakers to ensure that children are afforded ample opportunities for play in order to promote healthy social development. In order to achieve this goal, three important steps must be taken. Second, playtime in educational settings should be emphasized. Lastly, sustainable community programs should be aimed at increasing access to play opportunities for children from lower-SES backgrounds. Researchers can develop culturally sensitive, evidence-based programs by partnering with community organizations; parents can help their children participate in available programs; and policymakers can fund efforts to bring play to lower-SES communities. In sum, play should have a central role in early childhood classrooms and in the lives of all children. Handbook of child psychology: Socialization, personality, and social development. The nature of play: Great apes and humans. Early Childhood Research Quarterly. A mandate for playfull learning in preschool: Oxford University Press, Inc; Evaluating the impact of the ultimate block party, a collective experiential intervention to enrich perceptions of play. The new digital media habits of young children. Its role is education and development. Lawrence Erlbaum Associates, Inc; Is kindergarten the new first grade? Lerner C, Barr R. Setting the record straight: Research-based guidelines for screen use for children under 3 years old. Zero to Three Press; Barnett LA, Storm B. Play, pleasure, and pain: The reduction of anxiety through play. Similarly of experience and empathy in preschoolers. Journal of Genetic Psychology. Why talk about mental states? Hughes C, Dunn J. Understanding mind and emotion: Longitudinal associations with mental-state talk between young friends. Youngblade LM, Dunn J. Brown JR, Dunn J. Continuities in emotion understanding from 3 to 6 years. Self-regulation in young children: Is there a

role for sociodramatic play? Early Education and Development. Encouraging school readiness through guided pretend games. The roots of reading. Private speech in two preschools: Significance of open-ended activities and make-believe play for verbal self-regulation. State University of New York Press; Theorizing the fatherâ€”child relationship: Mechanisms and developmental outcomes. The role of the family in the development of peer relationships. Social learning and systems approaches to marriage and the family. The role of play in human development. Oxford University Press; Play and the regulation of aggression. Developmental origins of aggression. Journal of School Psychology. Related spheres of influence? Classroom peer acceptance, friendship, and victimization: Konald T, Pianta R. Empirically derived, person-oriented patterns of school readiness in typically developing children: Description and prediction to first grade achievement. Bodrova E, Leong DJ. Tools of the mind: The Vygotskian approach to early childhood education. Tools of the Mind. Preschool program improves cognitive control. International Journal of Early Years Education. Parent beliefs are cognitions: The dynamic belief systems model. Being and becoming a parent. Lawrence Erlbaum Associates; Journal of Applied Developmental Psychology. Convention on the Rights of the Child. How to cite this article: Play-Based Learning and Social Development. Pyle A, topic ed. Encyclopedia on Early Childhood Development [online]. Accessed November 9,

**Chapter 8 : Social Games for Babies and Toddlers - calendrierdelascience.com**

*An important benefit of early pretend play may be its enhancement of the child's How play motivates and enhances children's cognitive and social-emotional growth (pp. ). New York, NY.*

Early theorists, as well as those of the present day, have been fascinated by the way children play. How does a child learn social interaction with his peers? Does creativity and imagination foster a higher form of play? How do children learn to share and take turns? Theories of Play Theories of play were first developed during the eighteenth and nineteenth centuries. Four theories affected the perception of why and how children play: In the surplus energy theory, advocates maintained that the child builds up an excess of energy, and that active play is necessary to get rid of the surplus. Curtis proposed that when a child or animal does not need to expend all its energy in obtaining food, shelter, or gaining a living that the leftover energy would be used for play. The recreation theory focuses on play as a way to recuperate from fatigue experienced from hard work. In other words, play restores energy and provides more benefit to the body than idleness Mitchell and Mason, The instinct theory, proposed by Rousseau, suggests that play is inherited and that the child will engage in behaviors and activities instinctively. Stanley Hall, a leader of the child study movement, attributed play to heredity as part of the recapitulation theory. Curtis explained this theory as follows: It was necessary to pursue and capture his game, to find it while it was hiding, to strike it down with a stick or stone or shoot it with bow and arrow. Often he had to climb trees, to vault over obstacles, or leap across brooks. At other times, he was the hunted, and he had to flee or hide from such means as lay at hand. Observations and Theories of Play in the Classroom These four theories define how play affects child development. Within any group of young children, observers will notice all levels of socialized play. Some children will play along, being very shy and not seek interaction or show a need to be with others. Some will be content to play by themselves. Most of the time, these children will place their toys near others, but not share them with others. Other children may request toys from classmates, but not share the ones they claim. In another part of the playground, you may find children who have formed a group game made up of anyone who wants to play. Boys may only play with boys and girls may only play with other girls, and pairs of children may cooperate in imaginary play. One purpose of a child care program is to help children grow from egocentric individuals into youngsters who can work and play cooperatively. The following theories and stages of play help explain how maturation takes place as children grow and develop. Parten developed a system for classifying participation in play. This organization is still considered one of the best descriptions of how play develops in children Gander, Mary and Harry W. He may play with his own body, move around, remain in one location, or follow a teacher. Children prefer to play by themselves and are not comfortable interacting with other children. They may play apart with chosen toys, yet within speaking distance, and demonstrate little interest in making contact. This stage is also known as adjacent play or social coaction. Children occupy space near others, but seldom share toys or materials. They may talk, but each has their own conversation and there is no attempt to communicate with each other. As an example, one child may talk about going to the circus while another interrupts about going to a fast food restaurant. Children lend, borrow, and take toys from others. Children are not yet ready to participate in teams or group work, but there should be opportunities for group work so they can gradually learn how to communicate their needs. This stage is the highest form of children working and playing together. They share, take turns, and allow some children to serve as leaders for the group. For example, one child may be the policeman, another a nurse, while another is the mother. In cooperative play, three-year-olds play best with approximately three other children; five-year-olds can play successfully with approximately five children. Young children, who learn to share, take turns, work and play with others show a higher degree of success later in life. Throughout the stages of play development, teachers and parents have many opportunities to observe children as they grow physically, emotionally, socially, and intellectually. Carolyn Ross Tomlin is a former child care director, university professor at Union University. Tomlin contributes to numerous educational and family publications.

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*What are play and social skills. Play is voluntary engagement in self motivated activities that are normally associated with pleasure and enjoyment. Play may consist of amusing, pretend or imaginary, constructive, interpersonal (play with others) or intrapersonal (solitary play) interactions.*